

St. Paul's CE Primary School

Quality First Teaching and Learning Policy



Approved by the Teaching & Learning Committee: Spring 2024

Review Date: Spring 2026



Jesus offers life in all its fullness, and so we inspire our children to flourish and grow in school, the community and the wider world.

Our school is a safe and caring environment, with Christian values at its heart. Our school respects, and welcomes, all faiths, cultures and communities.

We ensure every child is valued, encouraging them to discover their gifts and potential.

Unique and precious in God's eyes, be the best that you can be.

Jesus said, 'I have come in order that you may have life - life in all its fullness.' John 10:10

AIMS OF THE POLICY

This policy has been created by and agreed upon by the staff and Governing Body of St. Paul's CE Primary School.

We are committed to high quality teaching and learning to raise standards of achievement for all children. All teachers, support staff and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency, and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

This policy should be read in conjunction with our curriculum statement, subject specific policies, whole school overviews and year group objectives.

PRINCIPLES OF TEACHING AND LEARNING

Learning is the purpose of the whole school and is a shared commitment. At St. Paul's CE Primary School we recognise that education involves children, parents, staff, governors, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- develop individuals with lively, curious minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn and work independently and collaboratively;
- develop children's understanding of, and ability to demonstrate, the core values which underpin our work every day;
- encourage children to respond positively to the opportunities, challenges and responsibilities that they are given, both in school and in the community;

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- encourage children to value and embrace the diversity in our school community, society and the environment in which they live;
- encourage children to become active and responsible citizens, contributing positively to the community and society.

THE SUPPORTIVE LEARNING ENVIRONMENT

Teachers and support staff are responsible for providing a caring, supportive and stimulating learning environment in which all children are helped to reach their emotional and academic potential.

Children learn best when they feel safe to take on challenges, are interested and motivated and feel valued. We recognise the importance of building positive self-esteem in children

The essentials of positive self-esteem:

Belonging: each child has a contribution to make, we value and encourage these

Aspirations: every pupil is encouraged to work towards their achievable goal. Teachers express high aspirations for themselves and the children they teach

Safety: Consistency in expectations and standards help pupils feel safe. Clear boundaries are set and good behaviour recognised and rewarded

Identity: a sense of self-knowledge is supported by the belief that individuality is not threatened by undue pressure to conform. We respect difference and encourage children to learn from and thrive within our diverse community

Challenge: acquiring coping strategies are an important part of development and learning.

Children are taught to develop resilience, to take risks and learn through mistakes

Success: teachers reinforce success and build an environment where risks can be taken.

Success is celebrated as part of our learning culture

THE PHYSICAL ENVIRONMENT

There are recognised positive effects on standards and motivation of pupils associated with the physical environment. Factors include the use of displays, music, the use of resources including ICT, the consideration of pupil groupings in the physical layout of the room. Teachers are responsible for ensuring classrooms are an exciting, stimulating and welcoming place to be by:

- Arranging furniture and space to create a safe, flexible learning environment including a carpet focus area if appropriate to the year group.
- Providing an inviting and stimulating reading area where children want to read.
- Creating a topic focussed environment which stimulates interest in the theme of study
- Making sure the equipment is labelled and accessible to promote independent learning.
- Use table top resources and texts, to minimise the need for copying from the board or walls - SEN children find this very hard to do
- Creating a space for each student; labelling trays, where applicable, and pegs.
- Using music to 'set the scene'
- Teaching, and expecting, children to respect and care for their environment
- Ensuring classrooms are inviting and all areas are tidy, clear and clutter free
- Creating role play areas (where and when relevant)

DISPLAY

We use display to support, reinforce and celebrate learning. Display should aid recall, stimulate further thinking, give new information, make connections, celebrate achievement, remind children of rules and targets and motivate children towards further learning.

Each class across school should have:

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- A reading display featuring the focus text which is annotated with relevant information to support the learning (where relevant)
- A Maths display mainly promoting conceptual understanding around number and must include concrete, pictorial and abstract, but also showing children's work.
- Unit of work displays that are innovative and use captions to effectively generate interest. The Big Question is clearly displayed.
- Science display reflecting the topic being taught; science characters to be displayed and referred to.
- RE/SMSC journey with inspirational quotes/The Big Question and Reflection Area
- Visual timetable on display at all times during the day using symbols where appropriate
- **Esteem raising well-presented displays of high quality children's work that reflects their achievements.**
- Displays that reflect the make-up of the school population i.e. positive images of culturally diverse groups, examples of community languages and images that challenge stereotypes of gender and disability
- Vision, purpose and core values displayed
- Growth Mindset display, reminding children of the need to develop and practice resilience

THE CURRICULUM

In our curriculum we want all our children to enjoy learning, and to be curious in gaining new skills and knowledge, whilst building on prior learning. We will help them to develop resilience, to accept challenge with a positive mindset, and to have high aspirations every day, and for their future lives. Everything that we will do will help our children to strive for **excellence**.

Teachers are responsible for maintaining a very good subject and pedagogical knowledge and for ensuring the best possible learning opportunities are planned, delivered and monitored. All adults are expected to be leaders of learning, attending courses, observing good practice, building and disseminating knowledge and best practice.

EYFS:

Opportunities are created for the children to explore all areas of the EYFS framework with the initial focus being primarily on the Prime areas, to ensure all children have a strong foundation on which to build. There is a strong focus on outdoor learning too and ensuring good working relationships with parents as the children start their journey with us.

KS1 and KS2:

We use the objectives from the National Curriculum for English and Maths to underpin the taught curriculum. English/Reading is at the heart of our curriculum. Classes are taught units of work, driven by subject specific knowledge, skills and vocabulary, informed by pupil questions and an enquiry based approach.

Key knowledge and skills highlighted are assessed throughout, to ensure that children are **learning and remembering more**, and that connections can be made to prior and future learning. Opportunities are planned in to ensure that there are regular times in lessons for children to **recap, revisit and consolidate** on their learning.

Teachers plan lessons using the National Curriculum to ensure children receive their entitlement. Teachers may use schemes of work, for example White Rose in Maths, but are expected to tailor it to meet the needs of the children in their class/group. This would include any personalisation of the curriculum, for those children unable to access their year group expectations. Wherever possible, links are made to real life experiences to make the curriculum relevant. Cross-curricular links are made when appropriate, to promote and further develop reading, writing and mathematical skills.

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We aim to make the curriculum reflective of, and responsive to, the socio-economic and cultural background of our pupils.

FOCUS WEEKS/DAYS

Throughout the year we hold a series of focus days or weeks; these range from specific curriculum areas e.g. book days or science/maths investigation days/weeks, and our Inter-Faith week, to health or community based events e.g. Health and Fitness week and European Languages day. The aim of this approach is to raise the profile and enthusiasm for an area and to provide children with the opportunity to practise their skills and develop new interests.

PUPIL OUTCOMES

Educating children to ensure they grow up to lead safe, happy, healthy and successful lives is at the heart of what we do. Through direct teaching and extended schools provision we aim to integrate and promote these ideals through the curriculum so that all pupils can.

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being

We provide opportunities for learning in these areas through RE/PSHE and the wider curriculum, through the use of visits and visitors e.g. fire brigade, police officers and through the participation in community or charity based events.

THE LEARNING JOURNEY

Teachers are responsible for the planning, preparation and delivery of opportunities which enable learners, in relation to their starting points, to make good progress and achieve very high standards. This requires a thorough knowledge of each individual in the class (prior attainment, targets, learning needs- SEN Support/EHC Plans, One Page Profiles, language stage, cultural backgrounds and interests) it also requires good subject knowledge with effective planning and stimulating use of strategies, resources and personnel to enable all pupils to learn effectively. Effective teaching constantly considers teaching style, environment, rules and expectations of behaviour to ensure that every child is feeling confident, happy and secure. Recognising and celebrating success through assemblies, displays and performances is very important. We ensure that there is a broad range of opportunities for everyone to shine.

Children are grouped according to the aims of the lessons. For literacy and maths this may often be by academic ability, however throughout the day it may be mixed ability, by gender or friendships. Activities are adapted to meet learning needs, and our SENDCo coordinates support for those with special educational needs, utilising the expertise of external agencies.

QUESTIONING

The use of questioning is integral to our teaching and learning strategy. Questions are used to assess children's starting points, to deepen understanding and to check children's progress.

A range of question types should be used from literal to higher order. Children must always be given thinking time and a range of strategies are employed in this school to facilitate different ways of answering and engaging in lessons; talk partners, think-pair-share, word wave, countdown timer. We teach children how to raise their own questions and how to use a range of techniques to find the answers to questions that have been posed.

LEARNING STYLES

We recognise children learn in different ways and therefore plan and deliver a multi-sensory, adaptive approach to engage all learners using auditory, kinaesthetic and visual stimuli.

A wide range of resources, including those available on interactive whiteboards, are available.

We recognise multiple and differing learning styles by providing a range of opportunities for pupils to demonstrate their understanding. These include opportunities for pupils to communicate ideas through speaking and listening, writing, story mapping, music, drama, ICT, art, investigation and problem solving, research and finding out, asking and answering questions, creative activities, debates, role-plays, oral presentations and designing and making things. Throughout the day, pupils engage in whole-class work, group work, paired work and independent work. We aim for each session to include visual, auditory and kinaesthetic activities so that pupils see, hear and do.

We make good use of talk opportunities and we model, encourage and praise co-operative learning. Planned opportunities for **Oracy** are included every day, emphasising the need for quality and structured talk, and this is enhanced by our **DEAL** strategy approach throughout the curriculum, to enhance the learning experience of the children.

THE ASSESSMENT PRIORITY IS ASSESSMENT FOR LEARNING

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress monitored.

This should be done in partnership with colleagues and with the children.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

Principles

Using the principles and processes of assessment, we will:

- monitor progress and support learning, ensuring children are learning and remembering more
- recognise the achievements of pupils
- guide future planning, teaching and curriculum development
- inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements

A Learning Intention (WALT) is shared (written or spoken) during each session so children understand the purpose of the lesson, and at the end, children are guided to assess their progress and discuss how they have achieved, using the traffic light system of red, orange, green.

Teachers are constantly assessing; they observe, ask questions and work with groups and individuals throughout the day. Planned activities are used to help teachers know what children have learnt in a lesson and a sequence of lessons.

Where possible, work is marked alongside the child. Marking is a dialogue and teachers often ask a question or give a challenge when marking written work. (See Marking and Feedback Policy)

We also value summative assessments of learning, where the children are assessed against national standards. We use a variety of resources and use the results intelligently to record progress and to predict future levels of attainment.

A Reception Baseline Assessment is now statutory and has to be completed in the first half term.

Assessments of children throughout FS are integral to good practice as observations recording significant learning for each child are collected to create a Learning Journey. Results of assessment are used to inform planning, set targets and aid early identification of special needs. At the end of Reception all children are assessed against the Early Learning Goals.

Each term, teachers in Years 1 - 6 record the attainment in reading, writing, maths and science on the school tracking system (Capita) for each individual pupil.

Where necessary, some SEN children will be assessed using the LA SEN Tracker, ensuring their teaching is highly personalised to meet their needs, and that assessment is robust and meaningful.

Pupil Progress Meetings are held termly with the Headteacher. Children that have made limited or no progress are the initial focus, with discussions around reducing, or removing, the barriers to learning that these children face. Further discussions around those children that are at ARE, focus on how these children may be challenged to exceed ARE. Discussions are held about those with SEND and their progress, and any children who the teacher feels need to be put forward for a SEN Support Plan.

Teachers meet with parents individually to discuss progress in the Autumn and Spring term. A written end of year report goes home in July, with the offer to meet any parent who wishes to discuss the report. Teachers are available to speak to parents at any time of the year about their child's progress by making an appointment.

EQUAL OPPORTUNITIES

The delivery and content of lessons should be sufficiently differentiated to ensure all pupils can access and achieve within the curriculum. Teachers must take account of SEND, gifted and talented, and language stage needs when planning and teaching lessons to ensure learning opportunities are provided which match pupils' ability and potential.

TECHNIQUES TO SUPPORT EFFECTIVE LEARNING

Music

Music is used for a variety of purposes:

- To influence mood and atmosphere e.g. to energise or relax a class or to create a calm start or end to the day
- To demarcate time on a task e.g. using a timed piece of music for tidy up time, changing for PE or during handwriting
- To carry content e.g. through learning songs which carry subject content; learning with music enhances the ability to store and retrieve related information

Trips and visitors

We are fortunate to be located within easy reach of a variety of interesting and educational places which we use to enhance the curriculum and stimulate learning. Teachers should plan a minimum of one visit/visitor per term with a range of experiences being provided across the year, but ensuring the cost does not become prohibitive for some children.

Residential take place in Year 4 and Year 6, and these aim to enhance the curriculum, and also to provide a range of opportunities that otherwise the children might never have access to.

WORKING WITH OTHERS

Parents/Carers

We actively encourage the participation of parents/carers as partners in learning and aim to create a welcoming atmosphere.

- Parents/carers are informed of their children's targets, learning foci and ways to support learning through a termly information sheet written by the class teacher.
- Two official parent/carer/teacher meetings are held across the year but parents/carers are entitled to make an appointment to see the teacher at other times. Teachers are expected to raise any concerns about a child's learning or behaviour with parents/carers as soon as possible so that work can be done in partnership to resolve issues.
- As a school we have signed up to, and are committed to, the Stockport Co-Production Charter.
- A range of learning opportunities are provided to parents/carers, with the chance to observe and support learning in lessons through year group craft afternoons, Literacy and Maths mornings.
- Learning with Parents - an online resource that gives activities for parents to do at home with their children, supporting their classroom learning. This is currently available for Reception, Year 1 and Year 2.
- We have a Parent Forum and a SEND Parent Forum - these groups meet each half term and are an opportunity to discuss any school issues with parents, and to keep them well informed.
- We welcome parent volunteers in school who wish to offer their strengths/expertise in an area of interest to them. These volunteers are supported by Mrs Halligan.

Teaching assistants

Each phase team has assigned teaching assistants; teachers are responsible for the effective direction and deployment of TAs to support learning. Teachers hold regular planning and feedback meetings with TAs and are responsible for ensuring learning intentions and activities are clear.

Pupil voice

We encourage and respect pupil voice. We have an Ethos Group and a School Council which meet regularly and make recommendations, and undertake work to improve our school. All classes use circle time to make sure children have opportunities to raise concerns and voice opinions. Children's opinions are regularly sought through questionnaires and discussions.

Governors

Our governors monitor how effective teaching and learning strategies are in terms of raising pupil attainment and through the school self-review processes. They are kept informed by visiting the school, as well as attending meetings and reading reports by the Head teacher and other key staff, and analysing assessment data.

Specialist support

Additional support is provided to identified pupils, so all children can access the curriculum and fulfil their potential. Support may be given to assist pupils with special educational needs, from a range of external agencies, as well as school staff, to pupils who speak English as an additional language or to extend those with a specific gift or talent. We also offer a counselling service to support pupil wellbeing.

Links to other policies:

Special Educational Needs Policy

Stockport Entitlement Framework

Accessibility Plan

Behaviour and Discipline Policy

Whole School Curriculum Statement

Individual subject Policies/Long & Medium Term Plans/3 I's Statements

Assessment and Marking Policy

Equality Objectives

Annexe to the Teaching and Learning Policy

This is what good Teaching and Learning looks like at our school:

All staff will be positive and enthusiastic and set the right tone for every lesson.

Teachers/support staff will have clear and high expectations and challenge all pupils in their learning and thinking, shared with the children.

The language used will be positive and reflect the ethos of the growth mindset.

Planning will be focused on outcomes (success criteria) and adapted to reflect where the children are at and what needs to come next. Planning must always be done with year group colleagues to ensure consistency of content, coverage and approach. Planning must never be the responsibility of one person in the year group/job share - it must always be a shared and collaborative activity for all subjects and SEN/EHC plans. Support staff should also be aware of the planning/expectations so that they can contribute effectively to learning and progress.

Lessons will have clear learning objectives (WALT) which are informed by good assessment and the children will know what they are learning - not just what they are doing.

Children will demonstrate good progress in lessons and over a sequence of lessons. (Progress isn't always about new learning - it can be editing, improving, refining, practice and consolidation, confidence building. It is about moving knowledge from short term to long term memory.)

Success criteria will be clearly established and referred to throughout the lesson.

There won't be too much teacher talk.

Modelling will be used to aid effective teaching, and a range of scaffolds will be used to enable children to overcome the barriers that they face.

Children will not be afraid to make mistakes, and they are seen as a learning opportunity.

Non-negotiables in Literacy and Maths will be made explicit to the children, and will be visible within the classroom, and when not done will be consistently challenged by all teachers/support staff.

There will be evidence of self and peer assessment relevant to the lesson and the age group.

Children will have time to consolidate on their learning and be given the opportunity to use and apply their learning in all subjects. **Children will take a pride in their work and the presentation and this will be consistent across school and challenged if not good enough.**

Quality marking will be in evidence, including next steps, and response time will be given for children to respond to the feedback, to edit, improve or correct their work. Response/RAP work (never more than 7/8 minutes) will be done in green pen and will be done in sequence in children's books as evidence of that day's work. Where appropriate, marking will be done in the lesson, with the children.

Teachers should always be mindful of the amount of written feedback that they use and ensure that it is relevant and concise and not becoming overly time consuming for little effect.

An effective classroom in our school looks like:

Our classrooms will reflect the children and staff within them.

Teachers/support staff will know their children really well and be interested in them.

Teachers/support staff will have good time management and there will be good behaviour, good relationships and mutual respect in evidence. There will be positive attitudes and a collective responsibility for the classroom. One Page Profiles will be shared with all adults who work with those children.

Rewards and sanctions will be used appropriately and consistently and in line with Restorative Approach. (See Behaviour and Discipline Policy)

Visual aids and prompts will be in evidence, including timetables and visual timetables where appropriate.

Tables will be organised in groups to allow for group teaching, group/collaborative learning and groups will be changed regularly following effective assessment.

Displays will celebrate the children's work and will be a mix of work, learning walls and interactive displays. There should always be evidence of quality children's work on display, well presented as agreed in the display policy.

Classrooms will have quality resources that are well labelled and accessible to the children and space will be used to the greatest effect.

Each classroom will have core basic agreed resources for Literacy/Numeracy. (Separate list to be provided by subject leaders)

Resources will be on the tables to stop 'wandering' and wasted time - this was agreed some time ago. This would include pens, pencils, rulers etc

The classroom will celebrate success and achievement but will never be afraid to tackle under performance.

The classroom will be fun, engaging, happy and relevant and will challenge all children to do their best and learn to be independent and confident in their learning, understanding their own strengths and their next steps.

It is not acceptable to have support staff who are doing secretarial/marketing jobs during Literacy/Maths lessons when they should be working with children.

Classroom Environment

The following is a list of the things that we agreed:

The school vision statement/values must be evident.

The marking key should be displayed appropriately to the age group.

The behaviour grid which outlines loss of golden/consequence time must be clear for the children to refer to.

There should be a full range of accessible resources for literacy and maths - this will be clarified by subject leaders in a separate document.

The date will always be on display each day.

Groups for Literacy and Numeracy, children in intervention groups, a seating plan and also talk partners should be available, so that anyone taking the class has that information.